



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Physical Education Grade 8 – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-1	Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities	<p>Focus on the movement: be able to identify, describe, and apply fundamental movement skills.</p> <p>Fundamental movement skills include, but are not limited to:</p> <p>Body Management skills/Non Locomotor skills: Bending Twisting Landing Stretching Static balancing</p> <p>Locomotor skills: Crawling Running Galloping Walking Hopping Skipping Dodging Rolling Climbing Dynamic balancing</p> <p>Object Control skills/Manipulatives: Throwing Catching Striking Bouncing Dribbling Kicking</p>	DOK 2
S1C2-1	Design and perform a variety of rhythmic activities that combine refinement of specialized skills	Performance-based assessment only	

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S1C3-1	Identify the critical elements of a skill	<p>Skills: refer to S1C1-1 for examples of skills.</p> <p>Breakdown of critical elements to assess knowledge of a skill. May include organize, list, describe, identify, or sequence the steps of a skill.</p> <p>Could relate to body position related to performance</p>	DOK 1
S1C3-2	Demonstrate improved skills by applying the critical elements to competent performance	Assessed by performance assessment	
S1C3-3	Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms	Assessed by performance assessment	
S1C3-4	Effectively maintain possession of a ball during a modified invasion game	Assessed by performance assessment	
S1C3-5	Effectively uses ball placement to create scoring opportunities during a modified net/court game	Assessed by performance assessment	
S1C3-6	Adequately employs off-the-ball movement	Assessed by performance assessment	
S2C1-1	Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results	<p>Analyze why something is happening in regards to personal performance.</p> <p>Assessing or evaluating one's personal performance.</p> <p>Keys: have to have prior knowledge and results to make improvements.</p> <p>Skills: refer to S1C1-1 for examples of skills.</p> <p>Examples: throwing a ball and it is going left. Why is it going left? Kicking a ball but your accuracy is off. Why? Underhand serving of a volleyball but its goes straight up in the air instead of up and over the net.</p>	DOK 3

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S2C1-2	Correctly identify and perform similarities in athletic ready positions as used in at least four different sports or specialized physical activities	<p>Skills: refer to S1C1-1 for examples of skills.</p> <p>Characteristics of general ready positions to similar sports, i.e., eyes on target, feet ready, knees bent, and hands open and away from body.</p> <p>Identify, compare, and contrast similarities in athletic ready positions.</p> <p>Examples may include but are not limited to: basketball, football, volleyball, soccer, and kickball.</p>	DOK 2
S2C1-3	While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance	Might be assessed as a performance objective. Multiple choice is assessed in S1C3-1.	
S2C2-1	Monitor and record personal physical activity levels	<p>Distinguish and show ways to record physical activity levels.</p> <p>Tools may include: journal, activity log, target heart rate, minutes per day, Activity Pyramid, recovery heart rate, and max heart rate.</p> <p>To include physiology changes (e.g., breathing hard, increased heart rate, sweating, muscle exertion, and muscle fatigue).</p>	DOK 2
S2C2-2	Identify & apply warm-up, cool-down, FITT principles in a physical activity program	<p>Definition: the FITT Principle is a set of rules that help you get the most out of your workouts. FITT stands for:</p> <ul style="list-style-type: none"> • Frequency: how often you exercise. • Intensity: how hard you work during exercise. • Time: how long you exercise. • Type: what type of activity you are doing. <p>Explain and identify performances of warm-up and cool down.</p> <p>Warm-up benefits include: increases stretching/flexibility and cardiovascular, muscular strengthening, aerobic, anaerobic</p>	DOK 1

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		<p>exercise, and static and ballistic stretching.</p> <p>Warm-up: the purpose of a warm-up is to prepare the body for activity in order to prevent injury and maximize performance.</p> <p>Which is not a principle of FITT / does not reflect FITT Principle?</p>	
S2C2-3	Designs proper warm up and cool down techniques for a variety of physical activities	Might be assessed as a performance objective. Assessed in S2C2-2.	
S2C2-4	Evaluate examples of moderate and vigorous physical activity	<p>Listing or identifying common physical activities.</p> <p>Moderate: moderate amount of effort that noticeably increases the heart rate. Examples could include brisk walking, dancing, housework, and gardening.</p> <p>Vigorous: requires a large amount of effort that causes rapid breathing and a substantial increase in heart rate. Examples could include running, fast swimming, cycling, and aerobics.</p> <p>Could include: Cardiovascular endurance, muscular endurance, and muscular strength.</p> <p>Use examples of moderate and vigorous on the Activity Pyramid.</p>	DOK 1
S2C2-5	Analyze results from criterion referenced health-related fitness assessment	<p>Use hypothetical data to analyze results (e.g., cardiovascular, muscular strength, muscular endurance from FITT, Fitness Gram, or Presidential Fitness Award).</p> <p>Can have a table of data to help create items and then have to analyze the table/results.</p> <p>Items could include comparing or contrasting results, and evaluating or analyzing the results.</p>	DOK 2

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S2C2-6	Develop beginning level plans aimed at developing/maintaining health enhancing behaviors	<p>Identify activities for health enhancing behaviors.</p> <p>Include health choices (e.g., nutrition, personal behaviors/rest, and physical activities).</p> <p>Reference FITT Principle and Activity Pyramid.</p>	DOK 1
S2C2-7	Explain a stress relieving physical activity that is personally effective	Individualized: not applicable for multiple choice. Might be assessed as a performance objective.	
S2C3-1	Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly	<p>Identify the practice procedures and plan of improvement.</p> <p>Motor skill: body movement that requires cognitive knowledge and physical movement to complete the task.</p> <p>Item could be a story problem or a narrative. Plan to develop and improve technical motor skills.</p> <p>Examples include: agility tests – movement and patterns, two feet in and two feet out, and the more we practice the better we get.</p> <p>Link it with analysis</p>	DOK 2
S2C3-2	Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities	Performance-based assessment only	
S2C3-3	Demonstrate and explain at least two game tactics involved in modified game play	<p>Focus on strategies: identify, define, categorize, apply, and compare and contrast strategies or tactics.</p> <p>Game tactics could include:</p> <p>Offense: scoring and possession.</p> <p>Defense: keep from scoring, protect, guarding, and take possession.</p>	DOK 2

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		<p>Spatial awareness: where to place self, decoying, and most efficient way to help team.</p> <p>Also: scoring opportunities, on the ball or off the ball movement, and team strategies or plays.</p>	
S3C1-1	Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class	Assessed through performance – more teacher-related than student.	
S3C1-2	Engage in a balance of health- and skill-related activities during structured physical education classes	Assessed through performance – more teacher-related than student.	
S3C2-1	Accumulate 60 minutes (1 hour) or more of a variety of physical activity daily that contribute to aerobic fitness, muscle strengthening, and bone strengthening activities	<p>60 minutes (1 hour) of daily exercise is critical knowledge for students.</p> <p>Aerobic fitness is the use of oxygen during exercise for an extended period of time. Some examples include running, jumping, jump roping, biking, swimming, and soccer.</p> <p>Muscle strengthening is engaging in activities that improve your overall muscular strength. Activities include weight lifting, cross fit, plyometrics, and resistance training.</p> <p>Bone strengthening is any activity used to strengthen bones. Activities include resistance training, weight training, aerobics, and body weight.</p>	DOK 1
S3C2-2	Demonstrate an active lifestyle through documentation of daily activity	Assessed through performance and other standard S2C2-1	

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S4C1-1	Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition	<p>Criterion-referenced: a test that measures performance or achievement against a standard of performance.</p> <p>Aerobic/cardiovascular endurance: an activity that requires increased oxygen intake and strengthens the heart, body, and lungs (e.g., running, swimming, cycling, sports, and sprints).</p> <p>Muscular strength: muscle's ability to generate force against physical objects (e.g., lifting weights, dumbbells, resistance bands, machines or cables, and your own body).</p> <p>Muscular endurance: the ability of a muscle or group of muscles to sustain repeated or continuous contractions against a resistance for an extended period of time.</p> <p>Flexibility: the ability of your joints to move through a full range of motion. Flexibility will help with better posture, less muscle soreness, and reduces risk of injury (e.g., various types of stretching—dynamic and static, yoga, and Pilates).</p> <p>Body composition: percentages of fat, bone, and muscle in human bodies. Cardiovascular exercise, weight training, sport activities, and healthy eating are examples of activities that improve body composition.</p>	DOK 2
S4C1-2	Maintains or progresses toward age- and gender-appropriate levels of performance on a criterion-referenced health-related fitness assessment	Chart progress toward goals specifically related to criterion-referenced fitness assessments (e.g., Fitness Gram), i.e., sit-and-reach, push-ups, pull-ups, curl ups, PACER, mile run, trunk life, and body composition.	DOK 3
S4C1-3	Participate in a variety of fitness activities designed to enhance fitness levels	Assessed in S2C2-5 and S4C1-2	
S5C1-1	Exhibit self-control that requires minimal teacher supervision during class activities	Assessed by performance assessment	
S5C1-2	Correctly utilizes appropriate safety equipment	Assessed by performance assessment	

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		Safety equipment: helmets, knee pads, and shin guards.	
S5C1-3	Correctly follow safety protocols in physical education content areas at all times	<p>Demonstrate personal safety at all times in a PE class.</p> <p>Explain the importance of safety (of self and others).</p> <p>Explain and understand the importance of spatial awareness, unnecessary/excessive contact, and body control.</p> <p>Proper use of equipment as demonstrated by teacher.</p>	DOK 2
S5C1-4	Participate positively in class activities	Assessed by Performance Assessment	
S5C1-5	Demonstrate cooperation relative to general class rules and routines	Define cooperation and how it relates to the rules and routines of PE class.	DOK 2
S5C1-6	Demonstrate perseverance in dealing with difficult skills, game situations and social interactions	Assessed by performance assessment	
S5C2-1	Work productively and effectively with class mates		
S5C2-2	Demonstrate respect and cooperation toward all classmates, teacher, equipment and facilities across all settings	<p>Define cooperation and how it relates to a PE class or setting, specifically toward classmates, teachers, equipment, and facilities.</p> <p>Identify or list ways of showing respect towards all classmates, teachers, and equipment.</p> <p>Some things to focus on may include sportsmanship, teamwork, and social behavior, such as encouragement, sharing of the equipment or space, and taking turns.</p>	DOK 2

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S5C2-3	Employ appropriate conflict resolution strategies at times of interpersonal conflicts	<p>Predict what may happen in conflict situations, cause/effect of why something happened in a conflict situation, make an observation, and show appropriate conflict resolution.</p> <p>Examples may include, but are not limited to:</p> <p>Conflict resolution strategies: “Rock, Paper, Scissors.”</p> <p>Communications: walk and talk, disagreeing appropriately, reasoning, offering a resolution, showing respect and consideration for self and others, active listening, accepting the call, abilities of others, choices, and valuing diversity.</p>	DOK 2
S5C2-4	Effectively work in group activities toward common goals	<p>Cooperative games and sports: emphasize (e.g., participation, challenge, fun, teamwork, creative thinking, and problem solving, rather than competition or winning).</p> <p>Some examples may include:</p> <ul style="list-style-type: none"> • Team building/teamwork • Problem solving • Building classroom expectations • Active participation/engaged/productive • Strategies/tactics • Active listening and communication • Valuing diversity and others’ opinions 	DOK 2
S6C1-1	Demonstrates enjoyment during and/or after engaging in physical activity	Individualized: not applicable for multiple choice. Might be assessed as a performance objective.	
S6C1-2	Engage in physical activity for personal, social, and/or health benefits beyond the Physical Education program	<p>Explain the importance of physical activity beyond the PE program and understand its benefits. Benefits of exercise may include:</p> <p>Reduces health issues, including diabetes, obesity, high blood pressure, and asthma.</p> <p>Personal, including high self-esteem, positive self-image, weight management, increased energy, stress management,</p>	DOK 2

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		<p>helps you sleep better, well-rested, and concentration/focus.</p> <p>Social, including social interaction, teamwork, and diversity.</p> <p>Not to include the categorization of these by health, personal, and social.</p>	
S6C1-3	Demonstrates interest/willingness to learn more about or try new activities or challenges	Individualized: not applicable for multiple choice. Might be assessed as a performance objective.	
S6C1-4	Identify obstacles to regular participation	<p>Predict any obstacles when participating in PE.</p> <p>Reasons may include but are not limited to: asthma, heat, injuries, weather, financial burdens, transportation, hydration, disabilities, and ethnicity/culture.</p>	DOK 2